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AUTHOR Hayles, Robert
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ABSTRACT

In a study of the role values may play in the achievement of black college students: (1) consensually validated definitions of values were obtained; (2) ability was measured using tests standardized on black college students; (3) values were measured with both rank order and rating scales; and (4) academic achievement data were collected. The results suggest that ability moderates the relationship between values and achievement with stronger positive relationships among students with low measured ability. Strong values for all black people and independence for all black people are positive correlates of academic performance. (Author)

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Dr. Robert Hayles
Office of Naval Research
Arlington, Virginia

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The Role of Values in the Achievement of Black College Students

INTRODUCTION

Educators and researchers have devoted much effort into predicting academic achievement. It is common knowledge that such achievement is influenced by a broad range of highly diverse factors. The majority of activity in this area has been focused on the relationships between aptitude, ability, or achievement test scores and indices of academic achievement. During the late 1950's an interest in non-intellective variables associated with academic achievement was reflected in the literature (Rosen 1959). This interest became even stronger in the 1960's (The American Journal of Sociology, January 1963; Fricke, 1965; Sugarman, 1966; Lunneborg and Lunneborg, 1966, 1967; Smith, 1968; The Journal of Social Issues, Summer, 1968; and Epps, 1969a, 1969b). The general consensus of this growing body of research was that non-intellective variables do indeed play a significant role in achievement. The present author contends that this role may be even greater among populations which do not participate fully in mainstream society. The author here is especially concerned with how one particular type of non-intellective variable , values, might be related to the academic achievement of Black college students in predominately white institutions.

CONCEPTS AND RELEVANT LITERATURE

VALUES

The construct "values" has been viewed from many perspectives. Anthropologists, sociologists, philosophers, and psychologists have been trying to define and measure values for many years. Anthropologists have

assisted in the conceptualization of values with their studies of cultures and societies (see Ford, 1967; Moore, 1966; Price-Williams, 1970; and Al Issa and Dennis, 1970 for a survey of anthropological contributions). Sociologists have been more interested in conceptualizing values (Robinson and Shaver, 1969). Philosophers have contributed to the study of values by proposing distinctions between types of values. The terms intrinsic (cannot be separated from a situation or object), implicit (known only to the person being studied), and explicit (known to observer), all originate from the field of philosophy (Robinson and Shaver, 1969). Psychologists have traditionally been more interested in narrow constructs more numerous than and often viewed as components of values, such as motives, valences, and attitudes. This broad range of multi-disciplinary foci on values has resulted in an abundance of definitions and measurement approaches.

Definition

Many researchers do not find it necessary to define values in order to study them (Grande and Simons, 1967; Brazziel, 1963; and Gorlow and Noll, 1967). They simply state or imply that their system of measurements at least operationally and often conceptually defines what they mean by values. However an explicit definition seems required as a necessary element of any complete conceptual framework for research.

In searching the literature for definitions, one encounters many approaches. For example, Friedman (1946) used sixteen different categories to organize definitions of the term value that were in use at that time. During the following 30 or so years even more definitions have been utilized, possibly requiring additional categories if a comprehensive listing is desired. Early explicit definitions came primarily from

philosophers and contained a preponderance of subjective words such as qualitative, liking and appreciation. Many such definitions conceived of values as action or behavior expressed as habit and interest, and having a locus in an activity which is accompanied by pleasure and satisfaction, or as evaluation. For example, "Actual value is constituted by actional and expressed emotional attitude towards an object" (Osborne, 1933). Such definitions were typically employed by theorists and ethicists and not very useful for persons interested in measuring values. Certain early researchers (Urban, 1909; and Raup, 1926) studied values with an emphasis on motivational aspects and thus used synonyms for values like drive, demand and want. Others conceived of values as attitudes or cognitive sets towards certain behaviors (Allport, 1937; Murphy, Murphy, and Newcomb, 1937). While focussing on attitudes and wants did provide guidance in formulating questionnaire items, it did not improve much on earlier definitions of values since neither attitudes nor wants had been clearly defined, distinguished from other terms and operationalized.

Later scholars developed improved definitions of "value". For example, Kluckhohn and Murray (1961) defined value in the following way:

> "A man's personality was conceived as a more or less integrated system of attitudes, each of which is a relatively permanent disposition to evaluate some entity negatively or positively, and as a rule, to support this evaluation with reasons, or arguments. The general or specific entity (object of the attitude) was a value, positive or negative, or had value (power to attract or repel). Value in one sense is synonymous with "cathexis" and "valence", and in the other sense with "Cathected entity" and "object with valence". There is always a representation (image) of the valued, or cathected entity in the personality (p. 21)."

By defining attitude before using it to define value, their definition represented an improvement over earlier formulations.

Scott (1965) proposed a somewhat more concise definition of "value" that also proved amenable to operationalization:

> "A person may be said to entertain a value to the extent that he conceives a particular state of affairs as an ultimate end, an absolute good under all circumstances, and a universal "ought" toward which all people should strive (p. 15)."

Scott's definition was used to study morality and is obviously best adapted to that topic, while perhaps not so useful for studying the role of values in academic achievement. There are many more definitions and conceptualizations of the term value. For a thorough review of usage prior to 1945 consult Friedman (1946), and see Hayles (1974) for a more recent review.

Selected definition

Rokeach (1968b) presented a definition that seems appropriate for the current investigation:

> To say that a person "has a value" is to say that he has an enduring belief that a specific mode of conduct or end-state of existence is personally and socially preferable to alternative modes of conduct or end-states of existence. Once a value is internalized it becomes, consciously or unconsciously, a standard or criterion for guiding action, for developing and maintaining attitudes toward relevant objects and situations, for justifying one's own and others' actions and attitudes, for morally judging self and others, and for comparing self with others. Finally, a value is a standard employed to influence the values, attitudes, and actions of at least some others, for example, our children's.
>
> While an attitude represents several beliefs focussed on a specific object or situation, a value is a single belief which transcendentally guides actions and judgments across specific objects and situations, and beyond immediate goals to more ultimate end-states of existance. Moreover, a value, unlike an attitude, is an imperative to action, not only a belief about the preferable but also a preference for the preferable (Lovejoy, 1950). Finally, a value, unlike an attitude, is a standard or yardstick to guide actions, attitudes, comparisons, evaluations, and justifications of self and others (pp. 5-6).

Values relevant to the academic performance of Black students

A number of investigations have exposed differences in Blacks and

Whites with respect to values and attitudes (Lopate, 1969; Rowland and Del Campo, 1968; Schuster, 1968; and Brazziel, 1963). While Black-White differences are sometimes interesting, two reasons lead the current author away from a comparative approach in this study. First, when a Black-White difference is obtained many investigators explain the difference as a Black deficit if Blacks score lower than whites and as Black pathology if Blacks score higher than Whites. Such disservice to Black people does not require further comment. Second, comparative studies do not often increase our understanding of the psychology of Black people. Therefore this study attempts to examine the role of specific values in the academic performance only of Black students. The values selected for study and the rationales for their selection are presented next.

The literature was reviewed with a focus on values either documented or judged to be relevant to achievement, or seen as important in academic settings. The importance of the Future-Present value dimension has been documented by several researchers (Raynor, 1969; Epps, 1969a; and Rosen, 1959). All three studies support the hypothesis that future orientation (a belief that planning and present sacrifices are worthwhile or necessary to future gains) is associated with success in terms of social mobility (Rosen), performance on experimental tasks (Raynor), and good grades in school (Epps). Epps and Rosen further demonstrated the relevance of Activism-Passivism, with activism conceptualized as a belief that one can possibly manipulate the social and physical environment for one's own advantage. Rosen also reported that the dimension Individualism-Collectivism was relevant to academic performance. Scott (1965) discussed the importance of values for Academic Achievement and Intellectualism in the

achievement of college students and reports significant relationships between those values and academic performance. The present author, based on his own research and experience, judges that Independence is also a pertinent value. Scott (1965), Grande and Simons (1967), Rosen (1956, 1959) and Zigler and Child (1969) provide theoretical and empirical support for that judgment. Equality may be an additional pertinent value. Before one can feel that academic achievement is worthwhile it should be evident that acceptable performance will lead to academic and career success with high probability. This is only true if equality in the academic and occupational worlds is a reality. Epps' theory (1969a, 1969b) states that optimism about opportunities for success correlates positively with greater probability of success. Belief in this opportunity can be viewed as a value for Equality.

General support for the relevance of values in achievement comes from many of the aforementioned scholars along with Poussaint and Atkinson (1968, 1970), Dixon and Lewis (1968) and Fanon (1967). They feel that the Protestant Ethic is important if one is studying the achievement of Anglos or of Blacks in a predominantly Anglo society. In this study the Protestant Ethic is accounted for by studying Independence, Present-Future orientation, Academic Achievement, Intellectualism, Equality, Collectivism-Individualsim and Activism-Passivism.

If one wishes to understand the role of values in the achievement of Black students, the study cannot limited to the above values. The above listed values do not include anything specific to Blackness or Black

consciousness. Identification with Black people as a group, valuation of Black people in a wholistic sense, and the perceived importance of independence for Black people might correlate with the academic performance of Black students in a predominately White university. Therefore All Black People, and Independence for All Black People were included in the present study.

Definitions of studied values

While all of the above values have been defined in a variety of ways, definitions standardized or consensually validated for Black college students were not available. Therefore a definitional assessment was made as an integral part of this study. The results of that assessment are reported below:

Values	Definitions (validated synonyms)
Intellectualism	Philosophy, having a large vocabulary, being studious, academic achievement
The Present	Today
The Future	Tomorrow, patience
Fate	Being a follower, luck
All Black People	Identifying with a group, cooperating toward group goals
Individual Self-Determinism	Self-confidence, being free thinking
You as an Individual	Personal independence, self-preservation, being self-reliant
Academic Achievement	Good grades, academic honors, being studious, education , intellectualism
The Past	Yesterday
Personal Independence	Being free thinking, being self-reliant, self-confidence , self-determinism

Equality (Equal Opportunity)	Brotherhood, justice
Independence for All Black People	All Black people, equality

ABILITY

Many researchers and educators assert that ability plays a major role in determining the academic performance of students (See The Journal of Social Issues, Summer 1969 for a collection of articles which in part deal with this assertion). Researchers such as Goodstein and Heilbrun (1962), Hakel (1966), and the Lunneborgs (1966) have demonstrated that personological trends also correlate significantly with academic performance. Hakel and the Lunneborgs obtained even more significant results when they examined the relationship between personality dispositions and achievement while using ability as a moderator variable. Therefore this investigator has examined the relationships among values, ability, and academic performance.

EXPLORATORY AND PREDICTIVE HYPOTHESES

1. The aforementioned selected values, viewed in both relative (rank order scores) and absolute (rating scores) terms, can be used to predict the academic performance of the target population. The specific rank ordering and strengths of relationships cannot be specified a priori. Future oriented, activistic, collectivistic students with higher values for academic achievement, intellectualism, personal independence, group independence and equality should perform better academically than those who are past or present oriented, passivistic, and individualistic with lower valuations for academic achievement, intellectualism, personal and

group independence, and equality. These trends should be detectable with correlational analyses (value versus academic performance) and analyses of variance examining values (independent variable) and academic performance (dependent variable).

2. There may be a difference between the students' personal values and those they see as crucial for success in college. Specific differences cannot be predicted a priori. One would expect that the greater the difference (less congruence) the poorer the academic performance. One would also logically expect more variation in personal values than in those viewed as important for success in college.

3. Ability will moderate the above hypothesized relationships between values and academic performance. More specifically, values will correlate more highly with the academic performance of low and medium ability students than with high ability students, when achievement type tests are used to measure ability.

4. The correlation between ability (as measured by achievement type tests) and academic performance will be significant but not higher than .50.

METHOD

SUBJECTS

One hundred freshmen entered the Black Education Program at the University of Colorado in Boulder during the Summer of 1974. There were 52 females and 48 males with seven students from out-of-state and 93 from within the state. The university admissions system classified fourteen as high risk, 54 as medium risk, seven as low risk, and 25 as no risk students on the basis of high school grades, rank in graduating class,

Scholastic Aptitude Test results, American College Test results, and admission committee opinions. Subject mortality due to drop outs and missing data reduced the final studied population to 87 persons. All instruments were administered by the Program staff under the supervision of the present author as an integral part of student orientation, program evaluation, student evaluation and counseling.

ABILITY GROUPINGS

All students were given screening tests in biology, math, reading and English. Norms for these tests had been developed with prior populations of Black freshmen at the University of Colorado. The results are used to place students into courses designed to meet their abilities and needs. The current investigator sampled a variety of methods for manipulating the test scores in order to arrive at three ability groups. The best technique for assigning students to ability groups was as follows: 1) The distributions of raw scores for each screening test were plotted and divided into three roughly equal groups. 2) Then the modal (most frequent) ranking was used to determine into which general ability group a student was placed. Since reading scores seemed to be the closest to a general ability index available, those scores were used to break ties between other scores and confirm the final ability group assignment. The final general ability classifications were low (29 students), medium (28 students), and high (30 students).

VALUE ASSESSMENT

Many researchers have failed to present subjects with a brief and clear idea of what "values" are. A synthesis of the definitions presented earlier in this paper leads to the conclusion that holding a value for

something indicates that it is "important." Importance is an everyday term that tends to evoke the same perceptions of meaning from a variety of persons. Therefore, rather than ask subjects to rank and rate values, they were asked to rank and rate a series of items in terms of importance. Rokeach (1968a) distinguishes between terminal and instrumental values but does not make this distinction clear to his subjects or give them an opportunity to respond from more than one clearly defined perspective. This circumstance further confirmed the present investigator's notion that the importance of value-type items should be ascertained with respect to their personal importance to the subjects in addition to their perceived importance for getting through college. This led to the following two sets of instructions for the value rating and rank-order scales: "Rank (or rate) the following in order of importance to you personally," and "Rank (or rate) the following in order of importance for getting through college."

ACADEMIC PERFORMANCE

Most researchers (Brazziel, 1963; Rosen, 1959; Lunneborg and Lunneborg, 1967; and many others) use some form of grade-point average as an index of academic performance. The ideal situation is to have a large number of subjects with varying levels of ability, diverse value orientations, and grades from a limited number of common sources. All of the Black Education Program summer students take the same set of courses (except in the basic sciences where they have a choice among physics, chemistry and biology) from a limited number of instructors. This arrangement lends itself quite well to the current research. Two indices of academic performance were selected to serve as dependent variables. The grade-point

average based on all summer coursework provided one index. For the other index four levels of academic status were derived based on grade-point averages, instructors' reports, staff evaluations, and counselor evaluations of each student. Those four levels correspond to failure, probation, average to slightly above average performance, and above average to excellent performance.

PROGRAM EVALUATION

It is logically possible that the students' feelings about various aspects of the Program could affect the relationships among the variables examined in this study. Previous research has shown a significant positive relationship between the academic performance of students and their evaluations of the Program in which they participate. Therefore program evaluation data were collected in this study as possible intervening or moderator variables. The results of that evaluation revealed low variance and high marks for all aspects of the Program. Therefore this factor is considered to be a constant in the present investigation.

DATA COLLECTION SEQUENCE

The screening tests, used for placement into proper course levels and for the ability grouping utilized in this study, were given simultaneously to all students during the first phase of their orientation. Next the value inventories were given to half the students on one day and the other half on the following day. Miscellaneous personal and performance data were gathered by instructors, Program staff, and Program counselors throughout the summer. All of this information was reviewed by Program staff and counselors and utilized to determine the future academic status of each student. After academic course work ended but before grades were distributed,

students were requested to evaluate the summer Program with an instrument containing closed and open format items dealing with all aspects of the Program.

RESULTS AND IMPLICATIONS

It should be noted that the following results await replication before strong conclusions can be drawn. However the implications presented in this section seem worthy of serious consideration.

HYPOTHESES CONCERNING VALUES AND ACADEMIC PERFORMANCE

Table 1* shows the results of correlational analyses focussing on the relationships between specific rated and rank-ordered values and academic performance. Summarizing the results of these analyses, the following individual values show significant positive relationships with academic performance: All Black People, Equality, and Independence for All Black People. Intellectualism and Fate correlated negatively with academic performance. Thus the hypothesis concerning the relationship between specific values and academic performance is partially supported. Affirmative results were not obtained in the cases of values for the Present, the Future, Individual Self-Determinism, You, Academic Achievement, the Past, and Personal Independence. In examining these results concerning individual values and academic performance, the finding that Fate correlates negatively with academic performance corroborated the findings of previous researchers. The negative correlation between Intellectualism and academic performance fits the times and the current push for relevance in education. However the most notable findings were the positive correlations for All Black People and Independence for All Black People with

*All tables are presented at the end of the body of the paper.

academic performance. This suggests that valuing one's own ethnic group highly and valuing independence for that group may motivate undergraduate academic achievement. The general notion that Black consciousness affects academic performance has been more thoroughly explored by Gurin and Epps (1975). They also view strong values for Black people and strong Black identity as having positive effects on the academic performance of Black students.

A moderate rank order correlation (.45) between rating and rank order scales, a greater number of significant correlations between rank ordered values and academic performance (nine significant correlations for rank orders and four for ratings), straightforwardness, and brevity encourage the development and use of rank order scales. Most of the following results involving values are based on rank order scores.

HYPOTHESES CONCERNING PERSONAL AND COLLEGE VALUES

A number of analyses were computed to examine the relationship between personal and college values and the role of congruence between them in predicting academic performance. Table 2 presents a mean rank orders for personal and college importance values. Inspection reveals no overwhelming differences. This judgment based on inspection is further corroborated by a canonical correlation of .84 between the personal and college value rank orders. However mean standard deviations were 3.124 and 2.930 for personal and college values respectively. The difference in these standard deviations is significant beyond the .01 level by standard t test with 11 degrees of freedom. The finding of a larger variance for personal values than for college importance values supports the logical assertion that there is more general agreement on what is important for success in college

than on what individuals see as personally important. That reinforces the decision to focus more on personal values in order to expand our understanding of how closely held values relate to academic performance.

It was further hypothesized that congruence between personal and college values would be associated with higher academic performance. Subjects were divided into three equal groups on the basis of value congruence scores (average differences between personal and college value rank orders). The data from the high and low congruence groups were utilized in an analysis of variance with ability as the second independent variable and academic status as the dependent variable. No significant differences were obtained (see Table 3). Upon further visual inspection of the data (Table 3) it became generally evident that subjects with low academic status do not differentiate between personal and college values (high congruence for most of these subjects). Subjects with higher academic status show all levels of congruence. Thus it might be suggested that subjects with low congruence would have high academic status but not vice versa.

The absence of low congruence scores for low academic status subjects could be due to their failure to think about personal and college values from distinctly different sets when filling out the measures. Second, there could actually be high congruence among many of the subjects. Third, perhaps only some students both have and use the ability to compartmentilize or differentiate the academic and the personal. This could be true in part because students (especially Black freshmen) may not be highly familiar with the university and the values associated with success in that institution. Therefore, being able to distinguish between personal and college values may frequently act as an aid but rarely as a dissonance-induced hindrance. Any limitation would therefore be social and not cognitive.

Intuition and observations of the raw data presented in various formats incline the author to accept the latter explanation.

HYPOTHESIS CONCERNING ABILITY AS A MODERATOR VARIABLE

The potential moderating effect of ability between values and academic performance cannot appropriately be examined using individual values for at least three reasons: 1) there are 144 correlations involved, creating the strong possibility of spurious significance; 2) Chi-square analyses would be inappropriate with the present sample size and distribution of significant correlations; and 3) Scale scoring analyses computed on the value scales suggest that each individual value is not highly independent. Based on those scale scoring analyses and a discriminant analysis, a composite value score was derived. It consisted of summed scores on the following personal values: the Future, Self-Determinism, All Black People, Academic Achievement, Intellectualism, Personal Independence and Equality. The composite value scores for all subjects were rank ordered and divided into three approximately equal groups labelled high, medium and low value groups.

The ability groups used for analysis were composed of all subjects taken from one continuous distribution of ability levels. No subjects were dropped, nor was any attempt made to create space between groups. Therefore the analyses using the ability group distinctions were conservative. An ability by value analysis of variance, with academic status as the dependent variable, was computed to test the hypothesis concerning ability as a moderator. The analyses and plot presented in Tables 4 and 5 indicate a main effect for ability, no crossover interaction between values and ability, and a moderating effect of ability between values and academic status. All <u>high value</u> subjects tend to perform academically

at about the same high level. Subjects in the low ability group achieve significantly better only if they exhibit high value scores. Further support for the above is provided when one examines the correlations between composite value scores and achievement across ability groups. That correlation is .16 for low ability subjects and .05 for high ability subjects. Neither correlation is significant but the difference between them suggests that values become more important as you go from students with higher to students with lower ability (as measured by paper and pencil tests). These results encourage further emphasis on developing strong Black identity, a value for one's people as a group, and independence for all Black people.

ABILITY AND ACADEMIC PERFORMANCE

As expected the correlations between measured ability and academic performance were significant but not strong. Ability scores by grade-point average correlated at .3071, which is significant beyond the .005 level but explains less than 10 percent of the variance in academic performance. The correlation between measured ability and academic status, .2864, does not improve that prediction. A value by ability analysis of variance with academic status as the dependent variable produced a main effect for ability at about the same strength as the above correlations ($F=5.7760$, significant beyond the .01 level; see Table 4). Therefore ability, as measured in this study, does relate significantly with academic performance. However the strength of that relationship did not exceed the hypothesized expectation that ability test scores would explain less than 25 percent of the variance in academic performance.

RESULTS OF DESCRIPTIVE ANALYSES

Before discussing the results it is informative to describe "typical" low, medium and high ability subjects. These descriptions are based on a large number of analyses too voluminous to present here. They include the previously reported analyses, value profiles using mean rank orders for each group, discriminant analyses, and analyses of variance across ability groups.

Low Ability Subject (Modal description)

This individual has a gpa of about 2.424, which is significantly lower than the gpa of high ability subjects. It is difficult to be very exact about Low's value profiles since the discriminant analyses only predicted actual group membership correctly for 48.28 percent of the actual low ability subjects when using personal importance values and 34.48 percent when using college importance values. Low is more likely to earn above average grades if he or she scores higher on a cluster of personal values consisting of the Future, Self-Determinism, All Black People, Academic Achievement, Intellectualism, and Personal Independence. It seems reasonable to posit that Low may compensate for low achievement test scores via motivation provided by values such as those in the aforementioned cluster. Low personally values Fate more than high ability subjects, Low (You) as an Individual more than medium ability subjects, Personal Independence more than all other subject groups, and Equality more than medium ability subjects. Low places more college importance on Fate and All Black People than high ability subjects, and more importance on Personal Independence than high and medium ability subjects. Low generally seems very concerned with his or her own independence and self.

Medium Ability Subject (Modal description)

This individual has a gpa of about 2.731, which is not significantly different from High or Low. While we can be fairly certain about Med's college importance value profile (discriminant analysis predicts correct group membership of 64.29 percent of the medium ability subjects), we cannot be very precise about Med's personal value profile (discriminant analysis prediction is correct for 34.48 percent of the medium ability subjects). Personally Med values Fate more than High, You as an Individual less than Low, Personal Independence less than both High and Low, and Equality less than Low. For getting through college Med values All Black People more than High, Med as an Individual and Personal Independence less than High, and Personal Independence less than Low.

High Ability Subject (Modal description)

This individual has a gpa of about 3.021, which is significantly higher than that of low ability subjects. We can be relatively confident about High's value profile since the discriminant analysis for college importance values predicted group membership correctly for 60.00 percent of the high ability subjects. 76.67 percent were predicted correctly when analyzing personal importance values. In terms of personal importance, High holds a lower value than both Low and Med for Fate. On Personal Independence High is lower than Low and higher than Med. When looking at college importance values High is lower than Low on Fate, lower than Med and Low on All Black People, higher than Med on You as an Individual, and higher on Personal Independence than Med. Concerning differential predictive powers for values predicting achievement (across ability groups),

several analyses suggest that High's academic performance is not strongly affected by values. When high ability subjects are grouped on the basis of the previously mentioned value composite scores, there are no differences across value groupings in academic performance. It is also interesting to note that for high ability subjects no individual value correlates with achievement beyond the .025 level of significance. Thus it could be asserted that High's achievement is not severely affected by values, even though or perhaps because High's values differ significantly from other subject groups. Some of High's uniqueness stems from a lesser concern about his or her own Personal Independence and Fate while being motivated by equal opportunity (Equality). This also suggests that high ability students may have experienced more equal opportunity and perhaps less racism prior to entering college.

All Subjects (General Description)

A few remarks should be made about the entire target population. Most of the subjects in this study have average or better than average grades (mean = 2.729 out of a possible 4.000 for all subjects). Most of these students differentiate between personal and college values. However, varying degrees of differentiation do not correlate with varying levels of academic performance. In general the studied group of students feel that they themselves are the center of their importance systems. They are not highly concerned about Fate or the Past.

Tables 6 and 7 visually present the value profiles for each ability group and for all subjects combined. Statistical comparisons across groups are also presented in these tables. Since the tables are self-explanatory no descriptive text is provided. It is suggested that the reader spend a few minutes studying the plots in order to better understand the valuations made by the subjects in this study.

SUMMARY and CONCLUSIONS

A review of the literature revealed a lack of research with Black students concerning the role of values in achievement. The research that did examine the relationship between values and achievement suggested that the following values might be relevant to the academic performance of Black college students: Intellectualism, Present-Future orientation, Passivism-Activism, Collectivism-Individualsim, Independence, Academic achievement, and Equality. The author felt that: (1) students' feelings about Black people and the Black Education Program in which they were involved, (2) consensually validated definitions of each value, (3) a provision for subjects to note both the personal importance of a value and its importance for success in college, (4) some measure of ability, and (5) measures of academic performance were required to adequately investigate the role of values in achievement. All of those variables were assessed, for the 1974 Black Education Program entering freshman class, and the relationships among them studied. Ability, as measured by screening tests which were standardized with Black students and used for course selection, was used to divide the total population into three ability groups.

The major results of the study were as follows: (1) Values do play a role in the academic achievement of the studied population. (2) Ability, as measured by a series of achievement tests, seems to moderate the relationship between values and achievement. (3) There is a significant but not extremely strong relationship between ability and achievement as measured in this study.

As one might expect, there was more variation in personal importance value rankings than in college importance rankings. Variation in congruence between personal and college values did not correlate with variation in academic performance. The results of this study suggest that many students do possess the ability to compartmentalize personal and college values without hindering their academic performance. To capitalize on that ability and improve student performance without being manipulative and destroying personal values, counselors might assist students in understanding how adopting behaviors indicative of values which correlate with success in college might improve their academic performance. This must be done in such a way as to avoid the internalization of values inimical to the growth and survival of all Black people and the individual. This might be good for high ability students, more fruitful for medium ability students, and most beneficial for low ability students.

In general the subjects' highest personal values centered around themselves, such as Personal Independence, and You as an Individual. When asked about values important for success in college, Academic Achievement was very important along with the two aforementioned self-centered values.

It was concluded that values have some relevance to the academic achievement of Black freshmen at the University of Colorado. The results concerning values assessed in this study reaffirm the importance of specific values or similar constructs considered relevant by previous researchers. The findings also corroborate the aspects of Epps' (1969a, 1969b) theory which state that optimism about opportunities for success and achievement oriented values should predict achievement. Rosen's (1956) hypotheses that Passivistic-Activistic and Present-Future orientations predice achievement are also supported. Measured ability can be viewed as a

moderator variable that is very useful for gaining a better understanding of the relationships between values and academic performance.

The highlight of the study was the finding that students with low achievement test scores and strong values relevant to academic achievement performed academically at a level not significantly different from students with high achievement test scores. The value cluster on which this finding was obtained included values for Academic Achievement, Intellectualism, Personal Independence, Individual Self-Determinism, Equality, and last but far from least, All Black People.

TABLE 1

Correlations of Personal Importance Values with Academic Status and Grade-Point Average*

Value	Grade-Point Average	Academic Status
Ratings		
Intellectualism	.125	.112
The Present	.101	.064
The Future	.097	.099
Fate	-.093	-.124
All Black People	.219*	.192
Individual Self-determinism	.024	.028
You	.091	.091
Academic Achievement	.128	.124
The Past	.100	.033
Personal Independence	.020	.038
Equality	.249*	.220*
Independence for all Black People	.224*	.203
Rank Orders		
Intellectualism	-.188*	-.195*
The Present	-.010	-.114
The Future	.029	-.013
Fate	-.205*	-.243*
All Black People	.199*	.177

TABLE 1 (continued)

Value	Grade-Point Average	Academic Status
Individual Self-determinism	-.007	.032
You	.100	.10,
Academic Achievement	.054	.044
The Past	-.120	-.172
Personal Independence	-.046	-.009
Equality	.228*	.256*
Independence for all Black People	.211*	.207*

*Correlations are signed so that positive correlations indicate positive relationships. The .05 level of significance is used.

TABLE 2

Mean Rank Order of Values

Personal Importance		College Importance
Past	10.422	10.211
Fate	8.895	8.775
Intellectualism	7.326	7.732
All Black People	6.477	7.085
Independence for all Black People	6.128	6.972
Future	5.849	6.310
Equality	5.826	5.972
Present	5.791	5.775
Personal Independence	5.279	4.817
Academic Achievement	5.151	4.268
Individual Self-determinism	4.674	3.746
You	3.709	3.254

TABLE 3

An Analysis of Value Congruence by Ability with Academic Status as the Dependent Variable

Value Congruence

Ability	High	Low
High	Mean = 3.111 s.d. = 1.0541	Mean = 3.4444 s.d. = 0.7265
Low	Mean = 2.9000 s.d. = 0.8312	Mean = 3.000 s.d. = 1.000

All F values are less than 1.0.

A Generalized Plot of Value Congruence by Academic Status

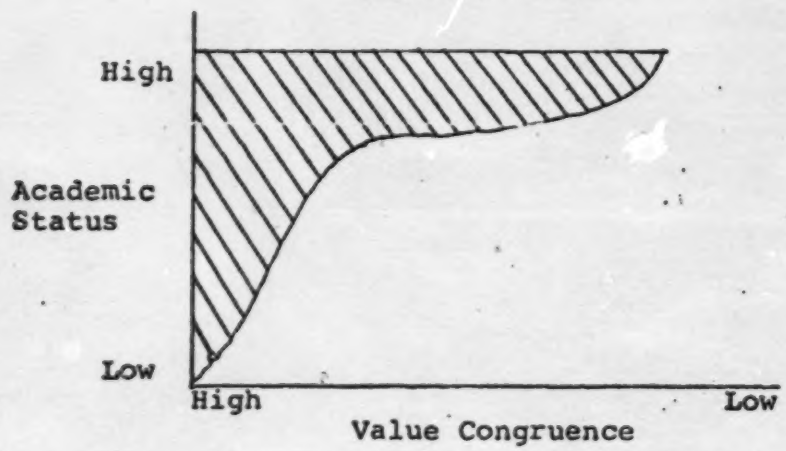


TABLE 4

Value by Ability Analysis of Variance with Academic Status as the Dependent Variable

Table of Means

ABILITY	VALUE high	VALUE medium	VALUE low
high	3.4000	3.7140	3.7500
medium	3.2500	3.6000	3.3750
low	3.2857	2.6250	2.7143

A Tukey B test for low ability high value versus low ability medium value is significant beyond the .01 level.
The Tukey B for low ability high value versus low ability low value is also significant beyond the .01 level.

Analysis of Variance

Source of variation	SS	df	s^2	F
Value	0.1816	2	0.0908	0.1676
Ability	6.2579	2	3.1289	5.7760*
Value by Ability	2.6709	4	0.6519	1.2034
Within groups error	30.3357	56	0.5417	
Total	39.4461	64		* p < .01

TABLE 5

Value by Academic Status Plot for Each Ability Group

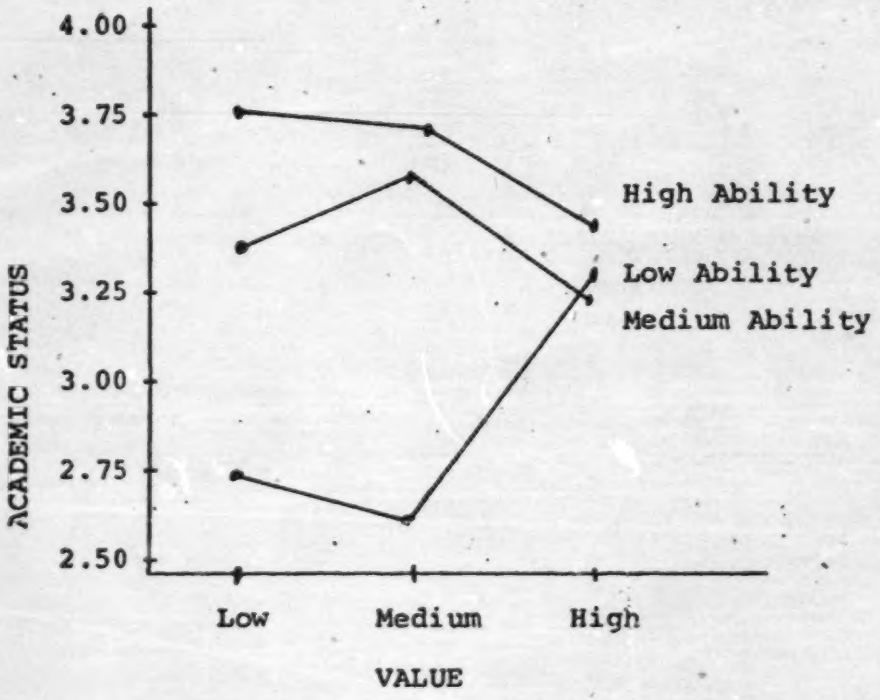
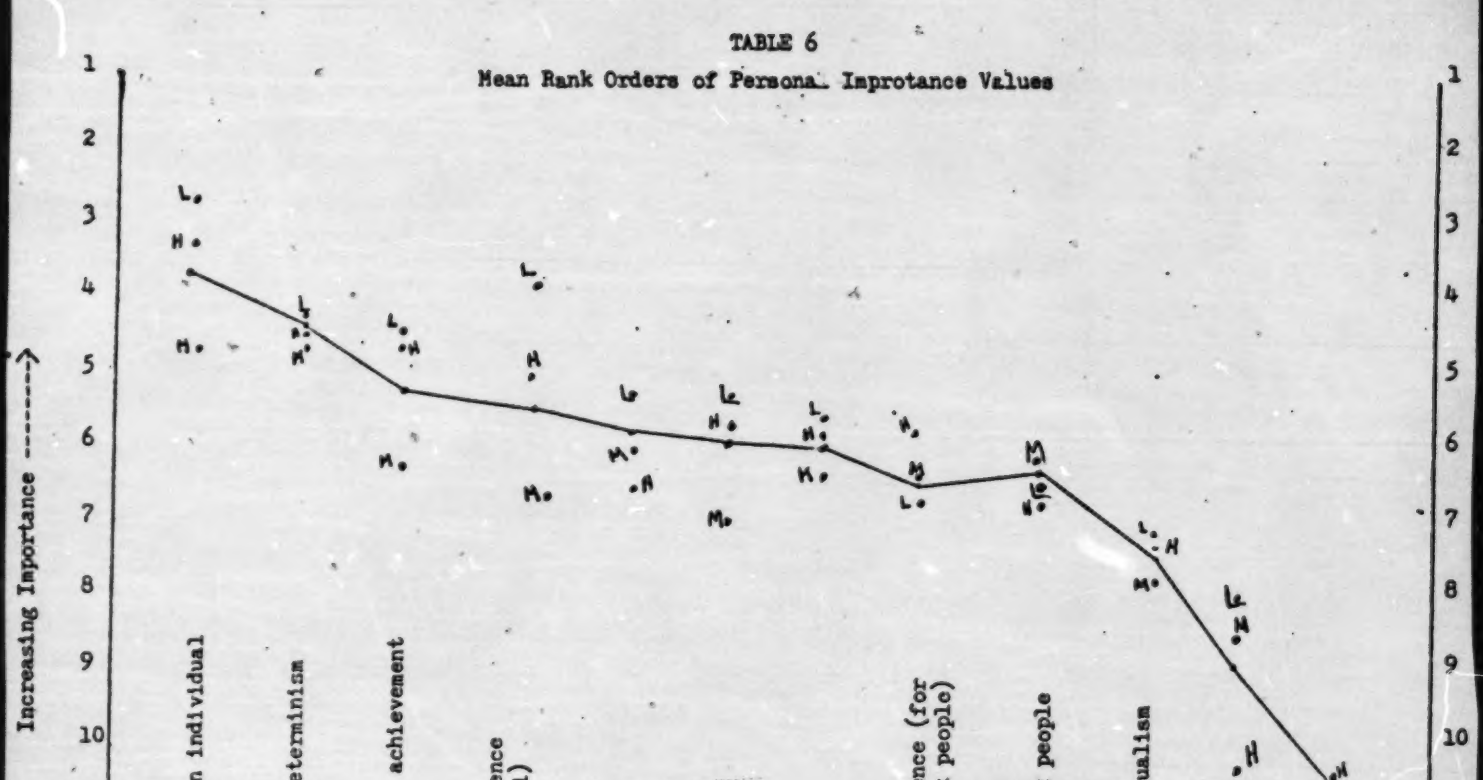


TABLE 6

Mean Rank Orders of Persona. Improtance Values



.—. = All subjects L = Low ability M = Medium ability H = High ability

Analyses of variance and multiple comparison results across ability groups for each value are presented on the following page.

TABLE 6 (continued)

Analyses of Variance for Personal Values by Ability Group

Value	F	Significant differences by Bonferroni t test with p < .05*
Intellectualism	0.3692	
The Present	0.9506	
The Future	0.1625	
Fate	5.1091**	L>H, M>H
All Black people	0.4753	
Individual self-determinism	0.1369	
You as an individual	3.1631**	L>M
Academic achievement	2.2613	
The Past	0.4255	
Independence (personal)	7.5351**	L>H, L>M, H>M
Equality	3.5346**	L>M
Independence (for all Black people)	0.3529	

* L = Low ability group

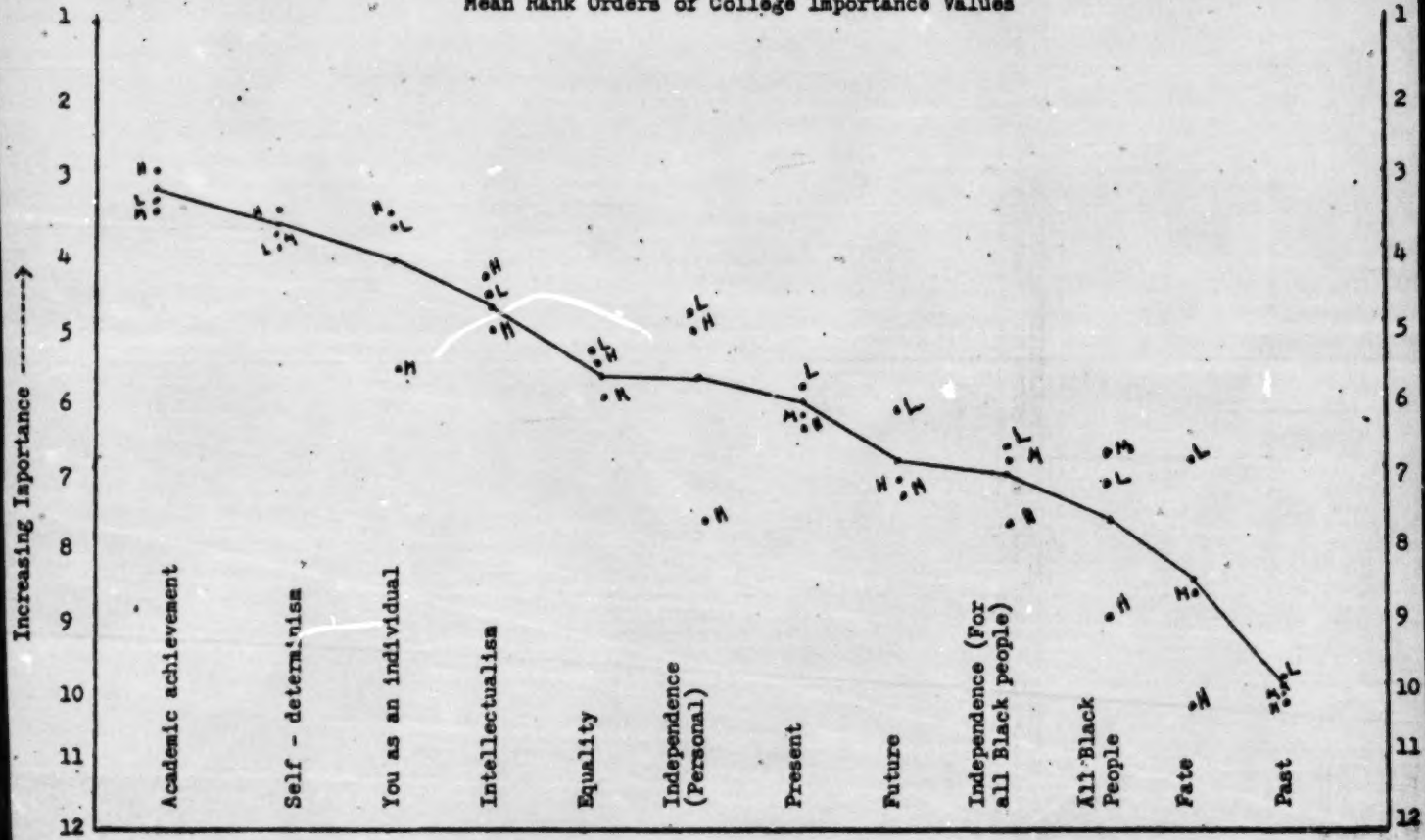
M = Medium ability group

H = High ability group

** p < .05

TABLE 7

Mean Rank Orders of College Importance Values



.__. = All subjects L = Low ability M = Medium ability H = High ability

Analyses of variance and multiple comparison results across ability groups for each value are presented on the following page.

TABLE 7 (continued)

Analyses of Variance for College Values by Ability Group

Value	F	Significant differences by Bonferroni t test with p < .05*
Intellectualism	0.6258	
The Present	0.2072	
The Future	1.0891	
Fate	7.8486**	L>H
All Black people	4.7236**	M>H, L>H
Individual self-determinism	0.2703	
You as an individual	3.8759**	H>M
Academic achievement	0.1359	
The Past	0.2215	
Independence (personal)	5.8059**	L>M, H>M
Equality	0.3806	
Independence (for all Black people)	1.0556	

* L = Low ability group

M = Medium ability group

H = High ability group

** p < .05

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